



PROFESSIONAL DEVELOPMENT AND PROMOTION FRAMEWORK

HR-STA-04

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Objects of Excelsia College

Motivated by the Christian faith, as expressed by the Apostles’ Creed and Nicene Creed, with fidelity to the Scriptures as the Word of God, the objects of the College are the advancement of the Christian faith and higher education.

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1 Policy statement and principles

Lifelong learning is an important value of the College. The purpose of this framework is to develop a culture of continuous improvement where professional development is viewed as a legitimate work activity and the growth and development of staff can be recognised and formalised through promotion. The framework ensures:

- a. alignment with the strategic objectives and workforce planning needs of the College
- b. fair and equitable access to professional development opportunity, as well as application of the workforce planning and promotion procedure. The College is committed to equal employment and promotion opportunity for all staff
- c. the application of principles of growth, feedback, and accountability for the way we work, and demonstrating the College's commitment to excellence in all we do
- d. partnership between management, the employer, and the staff member whereby all parties assume responsibility for identifying needs and facilitating change and access to opportunity
- e. continuous improvement where associated activities seek to enhance capacity, capability, performance standards and outcomes, and facilitate career and professional advancement for staff members.

The College's approach to this policy framework is guided by the following principles.

1.1 Professional development

- i. Professional development activities should be linked to staff development objectives and planned for on an annual and ongoing basis.
- ii. On top of setting goals and deliverables, it is essential that the staff member works with their manager to create individual development objectives on an annual basis as part of their performance and development plans.
- iii. All professional development activities are budgeted for on an annual basis by the manager of the department, with final approval from the Finance Department. Professional development activities outside of this budget may not be approved.
- iv. In collaboration with the Chief Financial Officer, the manager should consider upcoming and applicable development objectives and budget for associated activities ahead of setting annual performance and development plans.
- v. All external professional development activities are subject to approval from the relevant approving authority prior to enrolment.
- vi. A requirement of professional development is that the activity demonstrates alignment to the strategic objectives of the College and/or the key performance indicators (KPIs) of the applicable position description.
- vii. Attendance and participation by permanent staff in College-wide professional development activities are considered mandatory. A staff member's repeated or unexplained absence may lead to performance discussions which in turn may impact their performance review appraisal.

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- viii. Permanent staff have access to a wide range of e-learning resources via the College Human Resource Management Software, ExLL. Permanent staff are expected to support their own professional development by engaging in a minimum of 10 hours of e-learning each year.
- ix. As staff may leave voluntarily or involuntarily at any time, succession planning strategies including professional development recommendations are prepared by managers and People and Culture for the Chief Executive Officer on an annual basis.

1.2 Promotion

- i. Promotions should be linked to staff performance outcomes and aligned to staff development objectives/succession planning trajectories.
- ii. Promotions awarded should satisfy both a workforce need of the College as well as recognise staff achievement.
- iii. For information on academic staff promotion refer to the [PPR-STA-35 Academic Promotion and Classification Policy and Procedure](#).
- iv. A staff member's active participation in professional development activities as well as performance review processes are prerequisites for opportunities of promotion at the College.
- v. As staff may leave voluntarily or involuntarily, succession planning strategies including promotion are prepared by People and Culture for the Chief Executive Officer on an annual basis.
- vi. The Workforce Planning Procedure should be observed prior to the requisition of all role vacancies raised for promotion opportunities, or otherwise.
- vii. Workforce planning should occur on an annual and ongoing basis. Recommendations are presented to the Chief Executive Officer, Chief Operating Officer, and the Chief Financial Officer and inform the Annual Staffing Budget.
- viii. All record keeping and information relating to the promotion and classification process must be classified, stored, managed and retained in line with Information Management and Privacy Framework and in the staff member personal folder.

1.3 Breaches

- i. Non-compliance with this policy framework may result in disciplinary action in accordance with the College by-laws.
- ii. Any breaches to this policy will also breach compliance to the Staff Code of Conduct and will be dealt with in accordance with the Code.
- iii. When the College detects and confirms a lack of accuracy in an application for promotion, the application will be rejected and/or appointment withdrawn. The College will take disciplinary action if falsified information is knowingly provided.
- iv. Data breaches will be managed according to the College's Privacy Policy in the Information Management and Privacy Framework.

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2 Scope

This policy framework applies to all College staff.

3 Roles and responsibilities

The following stakeholders have a responsibility in relation to this policy framework.

Role	Responsibility
Chief Executive Officer	<ul style="list-style-type: none">reviews and approves requests for strategic direction for professional development, organisational structure, and promotion at the Collegereviews and approves requests for professional development and approves promotions as required.
Chief Operating Officer	<ul style="list-style-type: none">provides recommendations for strategic direction for professional development, organisational structure, and promotion at the Collegeprovides high-level advice and oversight to the policies and procedures in this frameworkoversees the staffing budget, approving associated expenditure for the purposes of promotion.
Director of People and Culture	<ul style="list-style-type: none">provides support to managers and staff members, as well as administration, advice, and oversight to policies and procedures in this framework.
Managers	<ul style="list-style-type: none">remain abreast of the capacity, capability, and development needs of their staffensure the necessary opportunities for staff to undertake appropriate training and participate in professional development activitiesidentify and support talented staff to apply for promotion as applicable.
Staff	<ul style="list-style-type: none">enhance performance in their current positionmaintain and improve their professional standingbe ready to assume further responsibilities as needed.

4 Definitions

For the purpose of this policy framework, the following definitions apply.

Term	Definition
academic promotion	Academic promotion is a process whereby academic staff may apply for promotion to a higher level.
ExLL	Refers to the HR software used for recruitment, onboarding, performance, talent management and learning.
professional development	Professional development refers to learning and development activities to attain or maintain professional credentials, attending conferences, and informal learning opportunities situated in practice.

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succession planning	Succession planning is a process where the College seeks to understand its future capability needs, identify potential talent gaps and seek to remedy those gaps through the development and progression of staff.
workforce planning	Workforce planning is the continuous process of shaping the College workforce to ensure that it has the capacity and capability to deliver the College objectives now and into the future.

5 Procedure

5.1 Professional development

The College supports staff development in and by means of a range of formal and informal work-related activities. These include:

- on-the-job training
- e-learning via Excelsia Lifelong Learning (ExLL) and industry webinars
- professional workshops, seminars, and conferences, both internal and external
- vocational training leading to formal qualifications
- higher education, offered through College courses and College professional development courses
- professional practice
- scholarship, research, publication, course design and development
- membership of committees, working parties or taskforces, internal and external
- membership of external advisory and assessment committees
- presentation to professional bodies nationally and internationally
- academic study leave (sabbatical leave)
- opportunity for systematic discussion with supervisor, and clear feedback and accountability through the College's performance review and development planning processes.

The purpose of this procedure is to equip staff with knowledge of the steps to request and engage with professional development.

5.1.1 Implementation responsibilities

Managers hold the primary responsibility for implementing this procedure and ensuring their staff are given the necessary opportunities to undertake appropriate training and to participate in the development activities outlined above. Managers are responsible for:

- familiarising themselves with the offerings of the ExLL Course Library
- analysing staff development needs at the level of their school or department and making plans to meet these needs, either within the College or using external resources

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- analysing the development needs of each new staff member during the induction process, and arranging for required training and development
- assigning courses of relevance to members of their team(s) as appropriate and facilitating discussion about their learning
- monitoring the professional expectations of legislators and industries and assisting staff with opportunities to undertake activities that will enhance their skills or professional standing, as appropriate
- implementing systematically performance review and development planning through which the supervisor:
 - reviews each staff member’s professional activities and acquisition of knowledge, skills and qualifications over the last year
 - discusses staff member’s initiatives and suggestions for further development, and checks the training calendar
 - agrees with the staff member on goals and support for the year ahead.
- reporting and advising on professional development activities undertaken, and recommending or authorising funding, budgetary provision, and/or provision for leave for staff development.

5.1.2 Identifying relevant professional development activities

- i. Development objectives are set annually by staff members in consultation with their managers in ExLL and reviewed on an ongoing basis.
- ii. Development objectives should be accompanied by professional development activities that include but are not limited to:
 - a. on-the-job training
 - b. mentoring
 - c. formal and informal learning courses.
- iii. Relevant professional development courses can be assigned via the online e-learning library, or requests can be made for internal offerings via consultation with People and Culture, or external offerings via the accompanying procedure.
- iv. Review of goals during ExLL Conversations may also trigger ad hoc identification of professional development needs for a staff member.

5.1.3 Financial planning for external professional development

- i. The professional development budget is created and allocated by each individual department on an annual basis for all activities including external training, compliance training, and conferences.
- ii. Managers provide the proposed budget for their department to the Chief Financial Officer for approval as part of the annual budget approval process.

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- iii. The Chief Financial Officer sends details of the approved budget to the relevant manager and to the Director of People and Culture to monitor expenditure against professional development activities.

5.1.4 Requesting external professional development

- i. Staff may request participation in training and conferences via HR-F04 External Professional Development Approval (Training, Workshop, Conference) Form.
- ii. The staff member sends the completed HR-F04 External Professional Development Approval (Training, Workshop, Conference) Form to their manager and People and Culture for their approval of the activity against the allocated budget. Once approved, the manager sends the External Professional Development Approval (Training, Workshop, Conference) Form to the Chief Executive Officer for final approval. The final approved form is sent to People and Culture.
- iii. If training cost is not within budget, the Chief Operating Officer may discuss with the Chief Financial Officer whether funds can be allocated.
- iv. The Director of People and Culture will provide notification to the staff member of the outcome of the request. If the request is approved, the staff member can provide such notification to the Finance Department to secure payment for the activity. Attendance should be paid for by the Finance Department.

5.1.5 College professional development

- i. Staff learning and development opportunities may be identified by relevant stakeholders and coordinated by People and Culture to occur on an annual or ongoing basis.
- ii. The Chief Academic Officer prepares training for academic staff including casual academic staff on an annual basis. The Administration Manager (CAO and ELICOS) coordinates implementation of these trainings.
- iii. Facilitators leading internal learning and development sessions are recommended to consult with People and Culture to request support as applicable.
- iv. Attendance records and hours of training are to be kept by the relevant staff member or manager and provided to People and Culture for record keeping and reporting purposes.
- v. Analysis of the attendance is frequently conducted by People and Culture, and managers are provided with attendance data pertaining to their staff.
- vi. Absence from professional development activities should be addressed by managers as applicable.
- vii. If the manager observes repeated or unexplained absence with regards to compliance training, there will be formal performance discussions.

5.2 Promotion

Also refer to [PPR-STA-35 Academic Promotion and Classification Policy and Procedure](#) for academic staff promotion.

5.2.1 Workforce planning

- i. The purpose of this procedure is to plan the staff requirements that underpin and align to the operational and strategic plans of the College or department.
- ii. Workforce planning is contingent on a variety of factors and prone to change throughout the year including but not limited to budget, regulation, organisational strategy, organisational structure, technology, skills capability, and staff-to-student ratios.
- iii. Therefore, the Chief Operating Officer should observe the following 6-step workforce planning process prior to the requisition of all role vacancies, raised for purposes such as staff replacement, staff growth, or staff promotion.

6-Step Workforce Planning Process

- i. **Workforce profiling:** Analyse the composition of relevant workforce area(s), including staff headcount, staff full-time equivalent (FTE), performance standards, expertise, skills, abilities, demographics, and upcoming periods of leave.
- ii. **Needs forecasting:** Consult regulation and conduct research regarding industry staffing ratios, workforce structures, and future skill requirements to ascertain the projected skills and FTE required to fulfil the operational objectives of the College or KPIs of the department.
- iii. **Gap analysis:** Compare the results of Steps 1 and 2 to discern any workforce gaps of capacity (FTE) or capability (skills) between the actual and forecasted needs.
- iv. **Recommendations:** Present findings and make recommendations to the Chief Executive Officer.
 - a. Recommendations may include recruitment, succession planning, professional development, or promotion.
 - Alternative recommendations may include transfer arrangements, internal secondments, outsourcing or external consultants, and flexible working arrangements.
 - All recommendations must be accompanied by a rationale informed by Steps 1, 2, and 3.
 - b. Recommendations are to be reviewed, negotiated, and agreed to between the Chief Executive Officer, Chief Operating Officer, Chief Financial Officer, and the manager.
 - c. If an agreement is not reached, the Chief Executive Officer may determine and advise the next steps.
- v. **Implementation:** The manager can collaborate with People and Culture to follow the associated recruitment, succession planning, professional development, or other policies and procedures as relevant.
- vi. **Monitoring and evaluation:** People and Culture as well as the manager have a responsibility to use the department's KPIs to assess whether the current workforce is fulfilling its objectives over

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an agreed period. If objectives remain unfulfilled, the Chief Operating Officer should repeat the 6-step Workforce Planning Process.

Additional considerations

- i. If staff likely to leave have been identified, then the College may choose to make changes in programs and research as part of managing natural attrition.
- ii. If analysis reveals there are other factors affecting capacity and capability such as ineffective work practices, lack of recognition or motivators, inadequate equipment, inappropriate leadership, or poor teamwork, addressing these factors can increase staff members' ability to fulfil objectives.

Recommended support strategies

- i. Promoting Performance Plans as an important diagnostic tool for staff capacity and capability.
- ii. Nurturing relationships such as alumni relations to build and maintain talent pools.
- iii. Developing succession plans with knowledge-transfer strategies to address the risk of losing key staff.
- iv. Encouraging staff retention by identifying appropriate incentives and strategies.

5.2.2 Succession planning

A process of succession planning may fulfil the implementation process of the workforce planning procedure and facilitate staff promotion.

- i. People and Culture nurture the employment journey, initiating consultations with applicable staff members with regards to their role fulfilment as well as professional development and promotional ambitions. This information is recorded and may be used to inform succession planning.
- ii. Concurrently, managers complete succession charts for their staff on an annual and ongoing basis. Succession charts contain staff capacity and capability profiles and outline strategies to ensure a core contingent of qualified staff are developed to undertake new roles or additional responsibilities, in the department or elsewhere in the College.
- iii. Once complete, managers provide a copy of the succession chart to People and Culture who will compile the overall College Succession Chart to the Management Committee annually. Succession planning will be reviewed and approved by the Board of Directors for specific roles.
- iv. Succession planning may trigger assignment or allocation of professional development activities which can be planned for through staff development objectives within their Performance and Development Plans as per the professional development procedure.

6 Document status and governance

Responsible Officer	Chief Operating Officer	Date created: April 2024 Date of last review: April 2024
Approving Authority	Management Committee	Meeting date: 11 April 2024 Agenda item number: 8.5.1
Publication	Version 1 (Public)	April 2024
Related documents and references	<p>External documents</p> <p>Australian Qualifications Framework Educational Services (Post-Secondary Education) Award 2020 Higher Education Standards Framework (2021) TEQSA Guidance Note: Determining Equivalence of Professional Experience and Academic Qualifications TEQSA Guidance Note: Staffing, Learning Resources and Educational Support</p> <p>Internal documents</p> <p>Annual Staffing Budget GOV-GS-STA-01 Staff Code of Conduct GOV-STA-04 Information Management and Privacy Framework HR-F04 External Professional Development Approval (Training, Workshop, Conference) Form HR-STA-01 Employee Lifecycle Framework PPR-STA-35 Academic Promotion and Classification Policy and Procedure</p>	
HESF	3.2	
Review date	Review of Version 1	April 2027

7 Document history

This policy framework has been amended as follows:

Version	Approved by and date	Sections amended

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